



GROSSMONT-CUYAMACA  
COMMUNITY COLLEGE DISTRICT

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# GOVERNANCE & OPERATIONAL HANDBOOK

Practical Guide to GCCCD Participatory Governance



GROSSMONT-CUYAMACA  
COMMUNITY COLLEGE DISTRICT

# Governance & Operations Handbook

April 7, 2025

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## GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT

# I. INTRODUCTION & FOUNDATIONS

## Introduction

Participatory governance is essential to advancing the Grossmont-Cuyamaca Community College District's (District/GCCCD) mission and strategic priorities. At GCCCD, participatory governance is more than a process—it reflects our commitment to collaboration, accountability, transparency, trust, and shared decision-making. By ensuring that every voice is heard and valued, we foster an environment where faculty, staff, administrators, and students work together to guide decisions that shape the District's future and support student success.

The Governance and Operational Handbook (handbook) serves as a comprehensive guide to participatory governance, providing clear direction on:

1. **Governance structure** – outlining councils, groups, and stakeholders
2. **Decision-making processes** – detailing how recommendations are developed, reviewed, and implemented
3. **Roles and responsibilities** – defining expectations for governance participants
4. **Governance vs. operations** – establishing the overarching framework that differentiates governance matters from operational work
5. **Continuous improvement** – ensuring governance structures evolve to meet District needs

Each stakeholder plays a vital role in governance. Through active participation in governance councils, stakeholders help shape policies and strengthen institutional effectiveness.

Designed as a practical resource, this handbook equips stakeholders with the knowledge and tools to navigate governance processes confidently, contribute to institutional progress, and uphold the District's values of integrity and mutual respect.

## Vision, Mission, and Values

### Vision

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Transforming lives through high-quality educational programs and services that meet the needs of the diverse communities we serve.

### Mission

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The Grossmont-Cuyamaca Community College District provides high-quality, equitable learning opportunities to eastern San Diego County and beyond. We prepare students to meet changing community and workforce needs while advancing social justice and economic mobility.

### Values

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- **Diversity** - Value and invite multiple perspectives in discussions and decision-making; create space for historically excluded and marginalized voices to be amplified.
- **Equity** – We ensure students who have historically been marginalized and excluded have the opportunity to succeed in higher education by calling attention to patterns of inequity in student outcomes and actively working to eliminate equity gaps in student access and success. Commit to ensuring employees who have historically been marginalized and excluded have the opportunity to succeed in their profession.
- **Student-centeredness** – We ensure the student experience is at the forefront of our decision-making in programs, services, processes, and policies, creating opportunities and clear pathways for students to reach their educational goals.
- **Creativity and Innovation** – We value the capacity for ingenuity and originality on our campuses and within our communities.
- **Pursuit of Excellence and Continuous Improvement** – We strive to continuously reflect, learn, and improve to ensure excellence in our programs, services, and operations.
- **Integrity** – We commit to acting and speaking truthfully and responsibly and holding ourselves and others accountable to this standard.
- **Mutual Respect** – We strive to build a community of inclusiveness, compassion, empathy, and learning marked by mutual respect and consideration of our differences.

## II. PARTICIPATORY GOVERNANCE FRAMEWORK

### Philosophy

Participatory governance is how we work together to ensure that inclusive and collaborative involvement in decision-making leads to the best outcomes for students, employees, and the community. This shared responsibility fosters student success and institutional excellence.

Participatory governance is guided by:

- **Unity and Alignment** – Cultivating a positive governance culture with clearly defined roles promoting efficient collaboration and mission-driven policies and practices ensuring everyone is working towards a common goal
- **Equity and Inclusion** – Recognizing that every voice matters and that diverse perspectives strengthen decision-making
- **Transparency and Trust** – Ensuring clear, accessible communication at every stage of the governance process
- **Communication and Follow-Through** – Keeping constituency groups informed, engaged, and updated on governance decisions and their progress
- **Mutual Accountability** – Encouraging all participants to actively engage, report back to their constituency groups, and uphold the integrity of the governance process

While consensus is ideal, we acknowledge that diverse viewpoints may lead to differences of opinion. Participatory governance values dialogue and collaboration, but it also requires individual and collective accountability. In cases where consensus cannot be reached, council Chairs will forward a recap of the issue and the corresponding discussion to the District Executive Council. In all cases, **the Chancellor has final decision-making authority, and the Governing Board holds final determination authority.**

### Governance vs. Operations

Governance and operations are distinct yet complementary functions within the District.

#### Governance Councils

- Develop recommendations on policy development, Board Policies (BPs), strategic initiatives, and institutional priorities
- Ensure alignment with the District's mission, accreditation standards, and regulatory requirements
- Consists of stakeholder representatives who provide constituency feedback and guidance

## Operational Groups

- Develop **Administrative Procedures (APs)** to implement Board Policies
- Develop and evaluate districtwide processes and operational guidelines
- Cons of individuals with specific expertise and operational knowledge to inform operational decisions

Other functions that are not typically addressed by an operational group are responsibilities contained in someone's job description and routine operational decisions.

## Stakeholder Representation & Responsibilities

Grossmont College, Cuyamaca College, and the District each maintain participatory governance structures tailored to meet the unique needs of their campuses and sites. While governance structures may vary across the colleges and the District, the Governance and Operational Handbook defines the roles and responsibilities of stakeholders within districtwide participatory governance, ensuring alignment and consistency across all entities.

Stakeholder roles are established based on function and expertise, Title 5 of the California Code of Regulations, and District Board Policies (see [Governance Policies & Regulations](#)). These roles facilitate collaboration while recognizing the distinct contributions of:

- Faculty
- Classified professionals
- Confidential professionals
- Confidential professionals
- Confidential administrators
- Managers and Supervisors
- Labor groups
- Students

Active engagement is essential to participatory governance. Each stakeholder group is responsible for appointing representatives to participatory governance councils, thus ensuring their constituency's voices are heard and reflected in the recommendation processes.

All stakeholders play a critical role in governance with a shared responsibility to:

- **Attend and actively participate** in all governance meetings
- **Solicit and represent input** from constituents on governance matters
- **Engage in discussions** by sharing perspectives and providing informed feedback
- **Communicate outcomes** by reporting meeting decisions and updates to constituent groups through meetings, agendas, minutes, and emails
- **Complete assigned action items** and follow through on governance responsibilities
- **Support policy implementation** by assisting with the practical application of adopted policies

### **III. STAKEHOLDERS**

#### **Governing Board**

The Governing Board (Board) holds final authority for District policies and decisions. In alignment with Education Codes 70902 and 71090 the Board retains ultimate responsibility for governance of decision making for the District. In accordance with the Education Code, the locally elected Governing Board is responsible for the following:

- Represents the public interest
- Sets policy direction
- Establishes the climate in which educational goals are accomplished
- Defines legal, ethical, and prudent standards for college and District operations
- Hires and evaluates the Chancellor
- Assures fiscal health and stability
- Delegates power and authority to the Chancellor to effectively lead the District
- Monitors institutional performance
- Advocates and protects the District

In carrying out these functions, the Board ensures and supports active participation by stakeholders through the participatory governance processes. As elected representatives of the community, the Board is the ultimate authority in the District, governed by state laws and regulations.

#### **Chancellor**

The Chancellor is the chief academic and administrative officer of the District, charged with providing strategic direction and leadership for the District. The Chancellor facilitates the participatory governance process by promoting a decision-making environment of inclusiveness, civility, honesty, fairness, communication, and collaboration.

Pursuant to District board policy, the Chancellor is the official designee of the Board and is directly responsible to the Board. The Chancellor is given the authority and responsibility to administer the District and to assign designees to carry out operations.

The Chancellor has the right to accept, reject, or modify any recommendation from a participatory governance body. In the spirit of professionalism and collegiality, if the Chancellor does not accept a formal recommendation from a governance council, they/them will inform the chair of the originating council.

#### **Confidential Administrators**

Confidential Administrators play a central role in the executive leadership of the District. They contribute to administrative decisions to carry out the institutional mission and create an institutional culture reflecting District values of excellence, trust, stewardship, and service.

Confidential Administrators perform at the highest professional level and are responsible for an array of governance and operational duties, including planning, organizing, and directing

College and District programs; planning for and managing resources; hiring, supervising, and providing work direction to employees; and problem-solving and decision-making to advance the District's strategic goals and objectives.

Confidential Administrators are involved in districtwide decisions made at the District level and articulate recommendations to the Chancellor in matters assigned related to their area of expertise.

## **Managers and Supervisors**

Managers and supervisors play dual roles in participatory governance. In their functional roles, supervisory, classified administrators, and educational administrators participate in operational matters based on their job responsibilities, specialized knowledge, and designated authority. Managers and supervisors also serve as stakeholders as members of the Administrators Association, contributing as functional leaders.

## **Academic Senates [Faculty]**

The Academic Senate serves as the primary representative body for faculty in participatory governance, academic, and professional matters, as defined in Title 5, Section 53203 of the California Code of Regulations and board policy BP 2510 Participation in Local Decision-Making. The Grossmont College Academic Senate and the Cuyamaca College Academic Senate are separate bodies, each representing the faculty of the respective colleges.

The academic and professional matters on which the Board will rely primarily on the Academic Senate are as follows:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Standards or policies regarding student preparation and success
- Faculty roles and involvement in accreditation processes, including self-studies and annual reports
- Policies for faculty professional development activities

The academic and professional matters on which the Board will seek mutual agreement with the academic/faculty senates are as follows:

- Educational program development and educational program discontinuance
- District and college governance structures as related to faculty roles
- Processes for program review
- Processes for institutional planning and budget development
- Other academic and professional matters as mutually agreed by the Board of Trustees and the Senate (s)

The Academic Senates regularly submit items to the Chancellor for Board approval. These items include biannual Curriculum Committee approvals, sabbatical leave recommendations, emeritus applications, and other academic and professional matters as listed above, upon which the Board either relies primarily upon or seeks mutual agreement with the Senates.

### **Classified Senate [Classified and Confidential Professionals]**

The Classified Senate represents non-management classified staff in participatory governance on non-bargaining-related matters. In alignment with Board Policy 2510: *Participation in Local Decision-Making*, the role of classified staff members at the District level is to participate in the development of recommendations to the Chancellor on issues that have or will have a significant effect on staff (California Code of Regulations and BP 2510 Participation in Local Decision-Making).

### **Students**

Students play a vital role in participatory governance by offering unique perspectives that shape institutional decisions. Their contributions are essential to fostering an inclusive, student-centered environment that promotes equitable access, academic success, and personal growth.

The Associated Students of Grossmont College (ASGC) and the Associated Student Government of Cuyamaca College (ASGCC) serve as the official voice of the student body. In alignment with the California Code of Regulations, Title 5, Section 51023.7, their recommendations are given reasonable consideration in governance processes.

Students have the right and responsibility to participate in decisions that significantly affect their educational experience, including:

- Grading policies
- Codes of student conduct
- Academic disciplinary policies
- Curriculum development
- Courses or programs to initiate or discontinue
- Processes for institutional planning and budget development
- Standards and policies regarding student preparation and success
- Student services planning and development
- Student fees within the authority of the District to adopt
- Any other District and college policy, procedure, or related matter that the District governing board determines will have a significant effect on students

## IV. GOVERNANCE & OPERATIONAL STRUCTURES

### Structure

The participatory governance structure outlines how recommendations are developed, evaluated, and put into action. At the District level, decision processes are categorized into governance and operational functions, based on the authority and responsibilities of each entity in shaping districtwide policies and procedures.

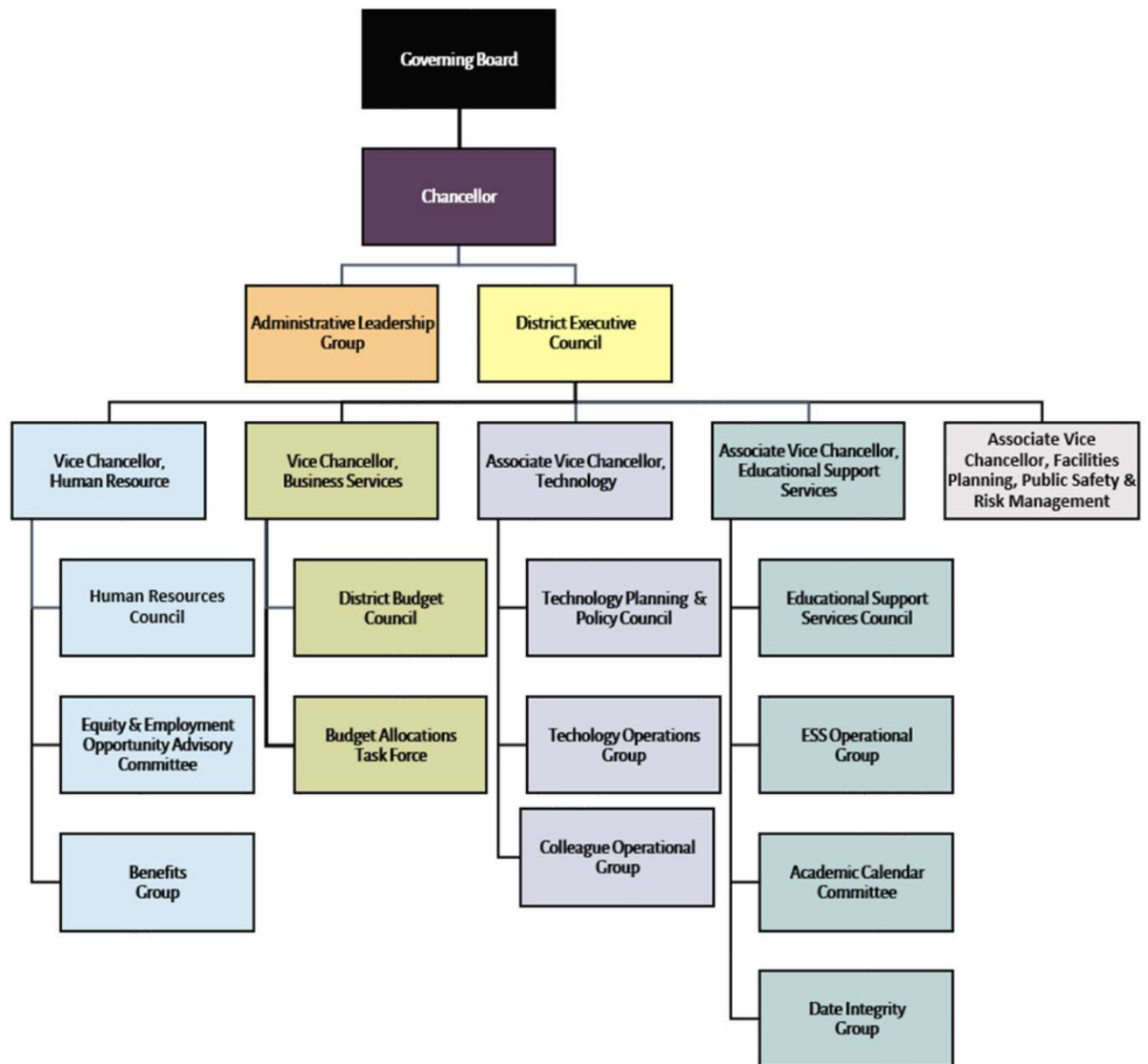
Governance councils and operational groups play a key role in fostering districtwide collaboration and support of the mission, vision, and values of the District. They serve as formal communication pathways, ensuring stakeholders are informed, involved, and represented in discussions that shape the student experience and the District's future.

### Governance Councils

Governance councils are the primary bodies for **policy recommendations** and strategic planning within the District. Comprised of administrators, faculty, classified professionals, labor organizations, and student representatives, each governance council operates within a defined scope of authority, focusing on **Board Policies**, compliance with legal and regulatory requirements, student success, and alignment with the District's goals and strategies.

DRAFT

## Governance Councils Structure



## Governance Councils

### District Executive Council (DEC)

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#### **Charge:**

The District Executive Council serves in an advisory capacity to the Chancellor. DEC advises the Chancellor on District policy development, governance issues, and operational matters referred to the council by the colleges, District governance councils, and the Health & Safety Group and reviews and recommends items for the Governing Board meeting dockets. DEC serves as the districtwide communication mechanism for Participatory Governance.

#### **Composition:**

- **Chair:** Chancellor
- Vice Chancellor, Business Services
- Vice Chancellor, Human Resources
- Associate Vice Chancellor, Educational Support Services
- Associate Vice Chancellor, Technology
- President, Grossmont College
- President, Cuyamaca College
- President, Academic Senate, Grossmont College
- President, Academic Senate, Cuyamaca College
- President, Associated Students, Grossmont College
- President, Associated Student Government, Cuyamaca College
- Chair, Classified Senates Coordinating Council
- President, California School Employees Association (CSEA), Chapter 707
- President, American Federation of Teachers Guild
- President, Administrators' Association
- Confidential Administrator's representative
- Confidential Professional representative

#### **Reporting Relationships:**

- The Chancellor

#### **Receives Recommendations from:**

- Human Resource Council
- District Budget Council
- Technology Planning & Policy Council
- Educational Support Services Council
- Health & Safety Group (policies)

#### [Meeting Schedule](#)

## **District Budget Council (DBC)**

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### **Charge:**

The Districtwide Budget Council reviews and makes recommendations to the Chancellor on fiscal and districtwide budget and budget planning matters.

### **Functions:**

- Provide input on policies and administrative procedures changes related to fiscal matters
- Review and provide input on the Income Allocation Model (IAM)
- Review and provide input on Tentative and Adoption Budget assumptions
- Review Tentative and Adoption Budget details
- Review Health & Welfare cost impacts
- Review Student Center Funding Formula (SCFF) data including enrollment and revenue projections
- Review State Funding Formulas
- Receive information on the State budget development cycle

### **Composition:**

- **Chair:** Vice Chancellor, Business Services

#### District Members:

- Chancellor
- Vice Chancellor, Human Resources
- Associate Vice Chancellor, Educational Support Services
- Associate Vice Chancellor, Human Resources
- Associate Vice Chancellor, Technology

#### Members from Each College:

- President
- Vice President, Administrative Services
- Vice President, Instruction / Academic Affairs
- Vice President, Student Services
- President, Academic Senate
- President, Classified Senate
- President, Associated Student Government

#### Labor Groups:

- President, American Federation of Teachers Guild
- President, California School Employees Association, Chapter 707
- President, Administrators' Association
- Confidential Administrator's representative

- Confidential Professional representative

**Resource Personnel:**

- Director, Human Resources
- Director, Public Information, Gov. Relations, & Community Relations
- Senior Director, Fiscal Services
- Senior Dean, College Planning and Institutional Effectiveness - GC
- Senior Dean, Institutional Effectiveness, Success, and Equity – CC

**Reporting Relationships:**

- The Vice Chancellor of Business Services
- District Executive Council

**Receives Recommendations from:**

- Budget Allocation Task Force

**Meeting Schedule:**

**Educational Support Services Council (ESSC)**

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**Charge:**

The Educational Support Services Council (ESSC) makes recommendations regarding governance matters to the District Executive Council (DEC). ESSC serves to coordinate districtwide instructional and student support policy matters to promote student success, sustain academic quality, and provide opportunities for equitable student outcomes. ESSC members formulate recommendations through consultation and are responsible for serving as a conduit for information to and from constituent groups. In addition, the members are responsible for discussion and recommendations to address governance issues that are raised throughout the District on topics involving student services and instruction. These topics include but are not limited to statutory and regulatory changes.

**Functions:**

- Review, development, and/or update of Board policies
- Receives recommended changes to administrative procedures from operational entities
- Review governance issues and make related recommendations pertaining to academic affairs and student services across the colleges
- Promote districtwide alignment of curriculum and instructional programming in collaboration with the Academic Senates
- Ensure consistency among the Colleges' implementation of college policies and processes
- Ensure compliance with Federal and State mandates

- Facilitate the establishment of new services among the Colleges pertaining to instruction and student services as required by the state
- Use a systems approach to ensure optimal capacity, avoid redundancy of effort and increase efficiency

**Composition:**

- **Chair:** Associate Vice Chancellor, Educational Support Services

District Members:

- Associate Vice Chancellor, Technology

Members from Each College:

- Vice President, Student Services
- Vice President, Instruction/Academic Affairs
- Academic Senate President or designee
- Classified Senate President or designee
- District Classified Professional
- Administrator appointed by the Administrators Association
- Student appointed by Associated Student Government

Resource Personnel:

- Senior Dean, College Planning & Institutional Effectiveness- GC
- Senior Dean, Institutional Effectiveness, Success & Equity- CC

**Reporting Relationships:**

- The Associate Vice Chancellor, Educational Support Services
- District Executive Council

**Receives Recommendations from:**

- Educational Support Services Operational Group
- Data Impact Group
- Colleague Operational Group (COG)
- Academic Calendar Committee
- Ad Hoc Task Forces

**Meeting Schedule**

**Human Resources Council (HRC)**

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**Charge:**

The Human Resources Council (HRC) serves in an advisory capacity to the Grossmont-Cuyamaca Community College District (GCCCD) Human Resources (HR) Department to support its ongoing commitment to providing quality services for employees based on the District's vision and goals. The Council provides a venue for valuable employee perspectives and enhanced communication between HR and the employees it serves.

As part of the participatory governance structure, the Human Resource Council (HRC) serves in an advisory capacity on human resources governance matters to the Chancellor through the District Executive Council (DEC) and receives and provides recommendations to the Equity and Equal Employment Opportunity Advisory Committee (EEEOAC).

**Functions:**

- The Council makes recommendations to the Vice Chancellor of Human Resources (VCHR) to review, expand, and revise programming, policies, and practices in support of the district's diversity, equity, inclusion, accessibility, and anti-racism (DEIAA) efforts, informed by the District Equal Employment Opportunity (EEO) Plan and the evolving needs of employees. Review Board Policies and make recommendations for revisions for DEC
- Review Administrative Procedures and make recommendation for revisions to VCHR
- Through the use of performance indicators and data, review and recommend improvements of current HR practices, review employee needs, and propose HRC goals
- Monitor and assess the EEO Plan and provide feedback to the EEEOAC
- Recommend clear guidelines for all employees related to behaviors, skills and knowledge to implement equity-focused hiring and retention practices and procedures
- Review the evaluation reports and make recommendations to the VCHR for improvement in current District Professional Development (PD) offerings including but not limited to:
  - DEIAA
  - Operational Effectiveness
  - Leadership
  - Retention
- Review employment reports, discuss the impact of existing equitable employment hiring practices, and make recommendations to the VCHR
- Participate in continuous professional development training for HRC roles

**Composition:**

- **Chair:** Vice Chancellor, Human Resources
- Director, Human Resources
- Academic Senate President or designee, Grossmont College
- Academic Senate President or designee, Cuyamaca College
- Classified Senate representative, Grossmont College
- Classified Senate representative, Cuyamaca College
- Classified representative, District Services
- Faculty-at-Large, Grossmont College
- Faculty-at-Large, Cuyamaca College
- Administrators' Association, 2 representatives

- Confidential Administrators, 2 representatives
- Confidential Staff representative
- California School Employees Association, Chapter 707, representative
- American Federation of Teachers Guild representative
- ASG Student representative, Grossmont College
- ASG Student representative, Cuyamaca College

**Resource Personnel:**

- Ex-Officio/Resource Personnel, as needed/appropriate

**Reporting Relationships:**

- Vice Chancellor of Human Resources
- District Executive Council

**Receives Recommendations from:**

- Equity & Employment Opportunity Advisory Committee

**Meeting Schedule**

**Technology Planning & Policy Council (TPPC)**

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**Charge:**

Provides vision, strategy, policy and planning recommendations for the adoption, implementation and maintenance of technologies with an equity-minded focus. Serves in an advisory capacity to the District Executive Council.

- Develop and monitor the districtwide Information Technology Plan for enterprise systems, administrative computing, and instructional technology
- Communicate the status of the Technology Plan and strategic priorities to stakeholder groups, existing governance councils, and operational entities
- Communication and guidance to the Technology Operations Group regarding districtwide technology projects and priorities
- Communication and guidance to the College Technology Committees regarding technology initiatives
- Quarterly updates to the District Executive Council

**Functions:**

- Develop and monitor the districtwide Information Technology Plan for enterprise systems, administrative computing, and instructional technology
- Communicate the status of the Technology Plan and strategic priorities to stakeholder groups and existing councils and committees.
- Create and revise policies related to technology
- Review as information items the administrative procedures related to technology

- Collaborate with the Technology Operations Group (TOG) to develop and update a technology prioritization rubric that reflects the District's vision, mission and goals
- Communicate with TOG regarding districtwide technology projects and priorities
- Communicate with the College Technology Committees regarding technology initiatives
- Provide regular updates to the District Executive Council

**Composition:**

- **Chair:** Associate Vice Chancellor, Technology

District Members:

- Associate Vice Chancellor, Educational Support Services

Members from Each College:

- Vice President, Instruction/Academic Affairs
- Vice President, Administrative Services
- Vice President, Student Services
- Dean, Learning & Technology Resources
- Faculty representative
- Classified Staff representative
- Student appointed by Associated Student Government

Resource Personnel:

- President, Grossmont College
- President, Cuyamaca College
- Information Technology staff
- Other representatives as required

**Member Terms**

Member terms of service will be two years as a standard. Some members may be asked to serve longer terms for purposes of council continuity and stability.

**Reporting Relationships:**

- The Associate Vice Chancellor, Technology
- District Executive Council

**Receives Recommendations from:**

- Technology Operations Group (TOG)
- College Technology Group (COG)

Meeting Schedule

Third Wednesday of the month, from 10:30 to n

## Operational Groups

Operational groups focus on **policy implementation**, regulatory changes, ensuring districtwide consistency in administrative processes. Comprised of individuals with specialized knowledge in their respective areas, these groups develop, evaluate, and refine **Administrative Procedures (APs)** that translate Board Policies into actionable steps.

Chaired by an administrator, operational groups play a crucial role in standardizing practices, improving student success, improving efficiency, and addressing procedural challenges across the District and colleges. While their primary function is policy implementation, they also provide recommendations to governance councils when procedural adjustments require policy-level consideration.

In addition to the Operational Groups list, the following are operational entities.

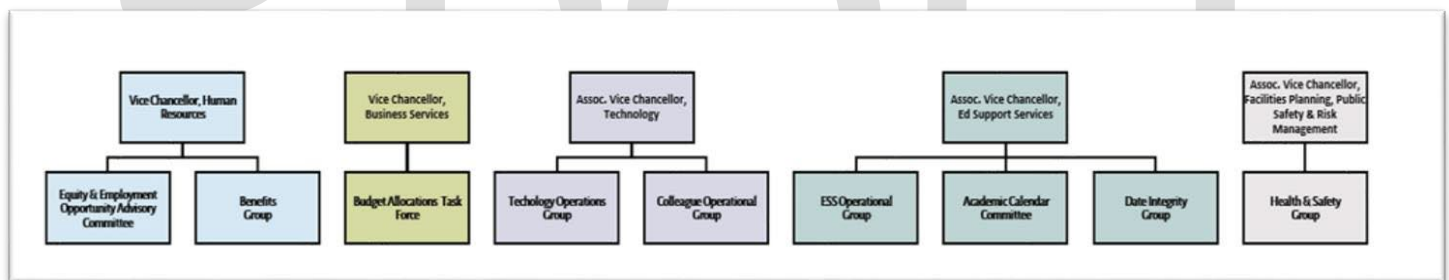
### Steering Committees

An operational entity overseeing and directing large-scale initiatives and may have oversight for the supervision of other committees or subcommittees.

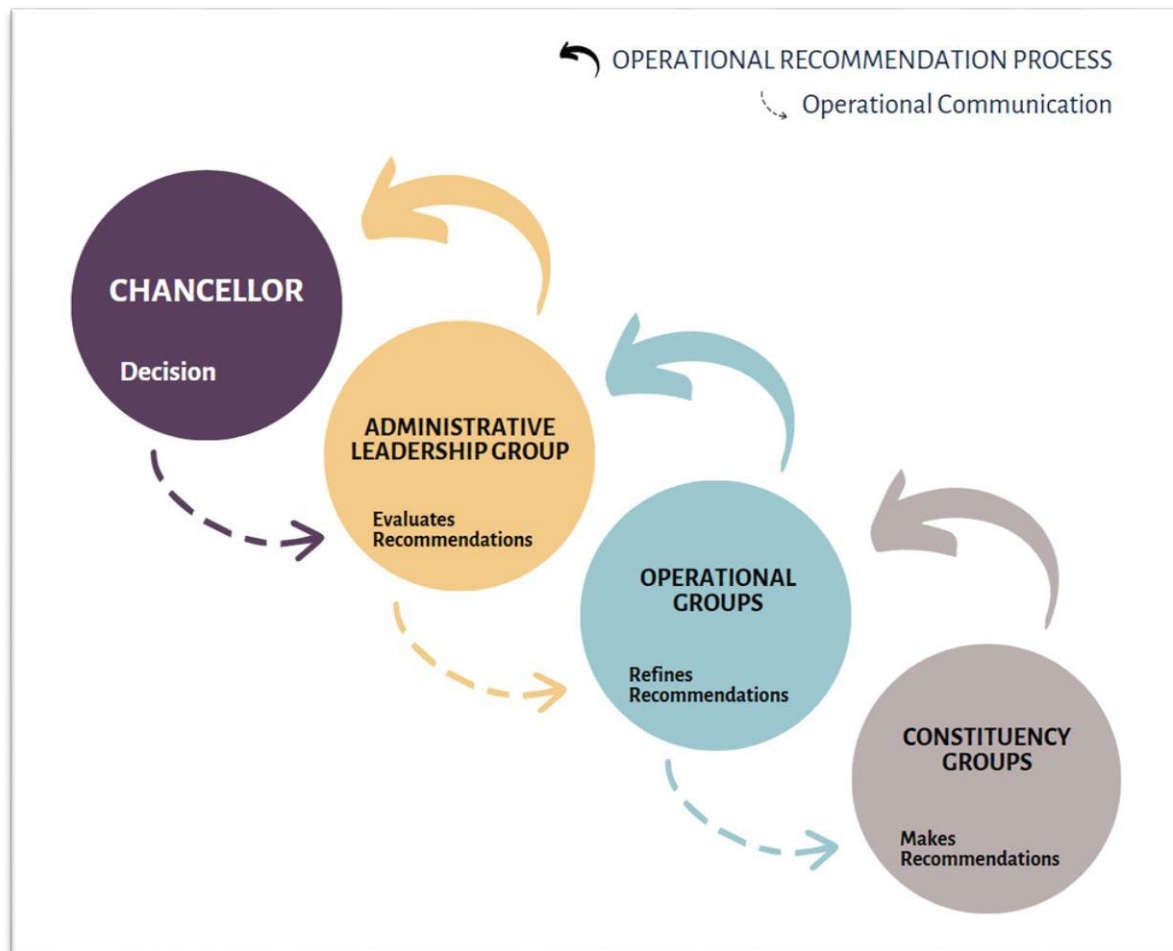
### Task Force

A temporary operational entity composed of individuals relevant to its purpose. Task forces are created to address a specific issue and remain active until their objective is achieved, at which point they disband.

## Operational Groups Structure



## Operational Recommendation & Communication Process



## Operational Groups

### Academic Calendar Committee

#### Charge:

To develop the annual academic calendar for review by the Educational Support Services Council and approval by the Board.

#### Composition:

- **Chair:** Associate Vice Chancellor, Educational Support Services

#### Members from Each College:

- Vice President, Academic Affairs/Instruction
- Vice President, Student Services

#### Labor Groups:

- Administrators' Association representative

- California School Employees Association, Chapter 707, representative
- American Federation of Teachers Guild representative
- Business Analyst, Educational Support Services

**Reporting Relationships:**

- The Associate Vice Chancellor of Educational Support Services

**Meeting Schedule**

**Administrative Leadership Group**

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**Charge:**

The Administrative Leadership Group serves as an advisory body to the Chancellor on guiding administrative, policy, and procedural matters of concern to the District and colleges.

**Composition:**

- **Chair:** Chancellor

**District Members:**

- Vice Chancellor, Business Services
- Vice Chancellor, Human Resources
- Associate Vice Chancellor, Educational Support Services
- Associate Vice Chancellor, Technology

**Members from Each College:**

- President
- Vice President, Student Services
- Vice President, Instruction/Academic Affairs
- Vice President, Administrative Services

**Resource Personnel:**

- Senior Dean, College Planning & Institutional Effectiveness - GC
- Senior Dean, Institutional Effectiveness, Success, and Equity - CC
- Director, Public Information, Government Relations & Community Relations
- Confidential Administrators

**Reporting Relationships:**

- Chancellor

**Budget Allocation Task Force (BAT)**

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**Charge:**

The Budget Allocation Task Force (BAT) serves in an advisory capacity to the Vice Chancellor of Business Services for assessment, analysis, and recommendations regarding the GCCCD budget allocation model. BAT will promote communication and understanding of the budget process and its guiding principles throughout the District.

**Composition:**

- **Chair:** Vice Chancellor, Business Services
- Tri-Chair: President - Grossmont College
- Tri-Chair: President - Cuyamaca College
- Tri-Chair: Vice Chancellor, Business Services

**District Members:**

- Associate Vice Chancellor, Business Services
- District Services Representative

**Members from Each College:**

- Vice President, Administrative Services
- Academic Senate Representative
- Classified Senate Representative

**Labor Groups:**

- Administrators Association Representative
- California School Employees Association, Chapter 707, representative
- American Federation of Teachers Guild representative

**Reporting Relationships:**

- The Vice Chancellor of Business Services

**Meeting Schedule**

As needed

**Benefits Group**

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**Charge:**

To review the benefits provided by the District and to make recommendations, as appropriate, to the Chancellor through the Vice Chancellor of Human Resources and bargaining units.

**Composition:**

- **Chair:** Vice Chancellor, Human Resources

**Labor Groups:**

- Administrators Association, 2 representatives
- American Federation of Teachers Guild, 2 representatives
- California School Employees Association, Chapter 707, 4 representatives
- Confidential Administrators, 2 representatives
- Confidential Professionals, 1 representative
- Retiree representatives, 2 representatives

**Reporting Relationships:**

- The Vice Chancellor of Human Resources

**Meeting Schedule**

## Colleague Operational Group (COG)

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### Charge:

The Colleague Operational Group's (COG) purpose is to enhance the delivery of services to our students by increasing the effectiveness and efficiency of the student system used by students, and faculty, and staff. The COG accomplishes this charge through a collaborative approach to problem-solving, decision-making process, knowledge sharing, and development of recommendations on issues related to the District's Student Information System, Colleague, and integrated systems.

### Functions

- Act as an advisor to the Technology Operations Group (TOG), and the ESS Operational Group on Colleague.
- Serves as the liaison between the Information Technology team and the Educational Support Services team, and the campus-wide Colleague users, sharing information about the Colleague system – feature updates, system changes, project statuses, new releases, best practices, Ellucian initiatives
- Evaluate and approve requested changes to the CORE configuration tables in the production version of Colleague
- Evaluate and approve changes to the Self Service or portal that provides the interface to the Colleague data for students, faculty, and employees.
- Establish guidelines and procedures for making significant code, screen, or process changes to the production version of Colleague
- Guide data security and access within Colleague – who can have view access, update access, or delete access to any screen, process, or report
- Oversee data governance as it relates to Colleague – which department or role is responsible for the ownership and maintenance of the data in the various modules, screens, and processes, to ensure the data is up to date, accurate, and meets compliance and external reporting requirements (State and Federal)
- Serve as the working group for testing and validating Colleague patches and version upgrades and help communicate changes to the system in their departments
- Provide opportunities to demo processes and enhance the understanding of the interdependencies between department processes and the end-to-end system processes that flow throughout the academic lifecycle.
- Use a systems approach to ensure optimal capacity and to avoid redundancy of effort

### Composition

- **Chair:** Director, Enterprise Systems

#### District Members:

- IT Business Analyst (1)
- Educational Support Services Business Analyst (2)

- Administrative Services – Accounting Representative (1)

Members from Each College:

- Admissions and Records
- Financial Aid
- Counseling Supervisor
- Academic Affairs / Instruction - Curriculum and Scheduling, Division Offices

Resource Personnel:

- Human Resources –involved with creating new person records for employees and hire letters
- Research and Planning
- Business Services (Cashiers)
- Enterprise Systems - Technology Services Manager

**Reporting Relationships:**

- The Associate Vice Chancellor of Technology
- Technology Operations Group (TOG)

**Meeting Schedule:**

2nd and 4th Friday of the month from 9:00 am – 10:30 am via Zoom or as agreed upon by the group.

**Date Impact Group**

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**Charge:**

- Review ongoing semester student and instructional activities and deadlines; ensure coordination of date-specific events; provide timely resolution of identified issues; ensure appropriate communication with all areas of the District and colleges
- Set implementation dates for registration and related activities
- Provide recommendations to the Educational Support Services Council (ESSC) about processes and priorities related to the operation of administrative information systems, i.e., student records, financial aid, etc.
- Based on direction from the ESSC, works with appropriate departments and staff to implement new system enhancements, modules, functionality, policies, and procedures related to Colleague
- Provide communication to appropriate departments, staff, and students regarding changes to administrative information systems

**Composition**

- **Chair:** Educational Support Services Business Analyst, District

District Members

- District Accounting representative
- Programmer/Analyst, Information Systems

Members from Each College:

- Admissions & Records representative
- Financial Aid representative
- Counseling representative
- Cashier
- Instructional Office Representation (Grossmont and/or Cuyamaca)

**Reporting Relationships:**

- The Associate Vice Chancellor of Educational Support Services

**Meeting Schedule:**

3<sup>rd</sup> Friday of the month from 1:30 pm – 2:30 pm via Zoom

**Educational Support Services (ESS) Operational Group**

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**Charge:**

To provide a seamless experience for students in GCCCD, the Educational Support Services Operational Group reviews and develops administrative procedures and standard operating practices in the student services and instructional areas, such as project plans for the implementation of legislation related to student services and instruction. The ESS Operational Group confers with the Educational Support Services Council to ensure compliance with policy and procedural guidance for issues impacting students districtwide.

**Functions**

- Periodically review and recommend changes to policies and procedures on student services and instructional-related matters
- Review and recommend strategies to address legislative and regulatory changes that will impact student services programs and instructional activities
- Support the communication of changes to the campus community to help “close the loop”
- Recommend programs and services that will be beneficial to the educational experience of students
- Assist in the development, implementation, and review of districtwide plans, initiatives, and student support services and activities
- Ensure the use of student success, equity data and research to inform college practices and the allocation of resources
- Discuss system decisions with overlapping functional impacts
- Use a systems approach to ensure optimal capacity, avoid redundancy of effort, and increase efficiency

**Composition**

- **Chair:** Associate Vice Chancellor, Educational Support Services

District Members:

- Educational Support Services Business Analyst, District
- Senior Director, Fiscal Services

Member from Each College: Representative may be a manager or classified

- professional
  - Vice Presidents, Student Services
  - Vice Presidents, Academic/Instruction
  - Admissions & Records Representative
  - Financial Aid Representative
  - Articulation Officers
  - Counselor, Chair or Designee
  - Instructional Faculty
  - Instructional Dean
    - Student Services Dean

**Resource Personnel:**

- Additional Subject Matter Experts as needed

**Reporting Relationships:**

- Advisory Group
- The Associate Vice Chancellor, Educational Support Services
- Educational Support Services Council

**Meetings**

Once a month, as needed

**Equity and Equal Employment Opportunity Advisory Committee (EEEEAC)**

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**Charge:**

The Grossmont-Cuyamaca Community College District (GCCCD) Equity and Equal Employment Opportunity Advisory Committee (EEEEAC) assists in developing, revising, and implementing district EEO programs and plans. The committee identifies programming and recommends activities to promote diversity, equity, inclusion, accessibility, and anti-racism. The EEEEOAC works in support of the District's and the Colleges' visions, missions, and values, as well as the Board of Trustees' commitment to equitable employment practices to promote community relations in the area of diversity, and to assess the impact of institutional policies and practices on hiring and retention, with a focus on equity and inclusion.

As part of the participatory governance structure, EEEEOAC advises, provides recommendations to, and receives recommendations from the Human Resource Council (HRC).

**Functions:**

- Assist in developing, revising, and implementing district EEO programs and plans, with an emphasis in fostering diversity and inclusion in hiring practices
  - Guidance on the EEO Plan: Partners and provides expert advice on the formulation and revision of the district's EEO Plan to ensure it meets the objectives set forth by the California Community College Chancellor's Office and complies with state and federal EEO laws

- Review EEO Plan Effectiveness: Regularly assess the effectiveness of the EEO Plan in achieving its goals and metrics, offering recommendations for improvements.
- Review Board Policies and Administrative Procedures related to Equity, EEO, and recruitment and selection and make recommendations for revisions
- Assist in developing, revising, and implementing district academic hiring processes and practices and classified, where applicable, related to the cycle of hiring (recruitment, interviews, onboarding, retention, promotion, etc.) with the goal of increasing employee diversity to better reflect the District's diverse student population

The advisory committee shall receive training on the following, but not limited to:

- the requirements of state and federal nondiscrimination laws, including anti-racism;
- identification and elimination of bias in hiring;
- the educational benefits of workforce diversity; and
- the role of the advisory committee in drafting and implementing a district EEO plan

*Cal. Code Regs. Tit. 5, § 53005*

#### **Composition:**

- **Chair:** Vice Chancellor, Human Resources or Designee
- EEO/Title IX/Diversity, Director
- Academic Senate representative, Grossmont College
- Academic Senate representative, Cuyamaca College
- Classified Senate representative, Grossmont College
- Classified Senate representative, Cuyamaca College
- Classified representative, District Services
- Faculty-at-Large representative, Grossmont College
- Faculty-at-Large representative, Cuyamaca College
- Administrators' Association
- Dean of Student Success and Equity, Grossmont College
- Dean of Student Success and Equity, Cuyamaca College
- Confidential Administrators
- Confidential Staff representative
- California School Employees Association, Chapter 707, representative
- American Federation of Teachers Guild representative
- ASG Student representative, Grossmont College
- ASG Student representative, Cuyamaca College

#### **Resource Personnel:**

- Ex-Officio/Resource Personnel, as needed/appropria

## Health & Safety Group

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### **Charge:**

The Health and Safety Group is an operational group, charged with reviewing facilities, health and safety, and public safety operational matters. The group will address districtwide issues and recommend solutions to the Associate Vice Chancellor of Facilities, Planning, Public Safety & Risk Management to ensure the physical plant is safe and well-maintained for students, faculty, staff, and visitors.

### **Functions:**

- Review incidents
- Review loss analysis reports
- Review concerns submitted regarding health and safety matters
- Review accident reports and develop prevention strategies and corrective actions as required
- Monitor the Injury and Illness Prevention Program (IIPP)
- Monitor the Workplace Violence Protection Plan (WVPP)
- Monitor the Hazardous Materials requirements for compliance.
- Conduct periodic inspections to ensure compliance and the safety of the physical plant

### **Composition:**

- **Chair:** Associate Vice Chancellor, Facilities Planning, Public Safety & Risk Management

#### District Members:

- Senior Director, Districtwide Facilities
- Director, Risk Management
- Director, Public Safety
- Health and Safety Specialist

#### Members From Each College:

- Vice President, Administrative Services
- Director, Campus Facilities, Operations & Maintenance
- Administrative Assistant III, Facilities

#### Labor Groups:

- American Federation of Teachers Guild representative
- California School Employees Association, Chapter 707, representative

#### Resource Personnel:

- Additional Subject Matter Experts as needed

### **Reporting Relationships:**

- The Associate Vice Chancellor of Facilities Planning, Public Safety & Risk Management
- Policy recommendations to the District Executive Council

**Meeting Schedule:**

Monthly

**Technology Operations Group (TOG)**

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**Charge:**

- Collaborate with the Associate Vice Chancellor of Technology regarding operational priorities and system enhancements for administrative and instructional technology
- Coordinate technology improvements at each site for consistency of services to students and employees
- Establish and coordinate the work of advisory groups as required
- Recommend the allocation of district resources to specific projects
- Provide recommendations to the Technology Planning and Policy Council concerning strategic planning, policies, standards, and procedures for administrative and instructional technology, including hardware and software
- Provide regular updates regarding project status and prioritization of districtwide technology projects to the TPPC
- Recommend processes and prioritization related to the selection, implementation, and operation of administrative and instructional information technology
- Assist in the creation and execution of the Technology Plan
- Provide communication and consultation to constituent groups and existing councils and committees regarding the implementation of administrative and instructional technology as requested

**Composition:**

- **Chair:** Associate Vice Chancellor, Technology

**District Members:**

- Director, Enterprise Systems
- Director, IT Service Management
- Director, Information Security
- Director, Instructional Technology, Grossmont College
- District Technology Project Manager
- District Technology Project Manager
- District Educational Support Services
- District Accounting Representative

**Members From Each College**

- Instructional Computing Facilities Supervisor, Cuyamaca College
- Instructional Design Technology Specialist,
- Co-Chair, Technology Committee, Grossmont College
- Co-Chair, College Technology Committee, Cuyamaca College

- Admissions & Records representative
- Financial Aid representative
- Student Services representative
- Counseling representative
- Library representative

**Resource Personnel:**

- Senior Director, Fiscal Services
- Research representatives (District and/or college)
- Human Resources representatives
- Facilities representatives (District and/or college)
- Other guests as needed

**Reporting Relationships:**

- Advisory groups
- Associate Vice Chancellor of Technology
- Technology Planning and Policy Council

## **V. GOVERNANCE RESPONSIBILITIES & PROCEDURES**

### **Council Chair & Member Responsibilities**

#### **Chair Duties**

- Works with the recorder to request agenda items at least two (2) weeks before the meeting
- Set agendas that align with the council's charge and priorities
- Distribute and post agendas and supporting materials on the council's section of the employee internet at least one (1) week before the meeting
- Ensure the governance processes are clear, transparent, and accessible
- Facilitate meetings, keeping members informed of the schedule and schedule changes
- Actively seek input from all council members during meeting discussions to ensure every constituent's perspective is heard
- Maintain focus during meetings, guiding the council toward consensus on agenda items
- Summarize decisions, recommendations, and action items for members to share with constituents

- Ensure meeting notes are published in a timely manner
- Notify the appropriate constituency group when a vacancy occurs
- Notify members 24-48 hours before the meeting cancellation (except in unforeseen circumstances)
- Forward the council's recommendations to DEC and share the feedback from DEC with the council

## **Member Duties**

- Prepare for meetings by reviewing the agenda and handouts and gathering constituent feedback (via email or meetings) to ensure representation of constituent perspectives
- Attend and actively participate in meetings, providing constituent feedback during agenda discussions
- Follow up with constituents after meeting notes are posted to ensure council activities are clear, transparent, and widely understood
- Focus discussions on District strategic priorities, keeping the conversation free from personal, individual, constituency, or college-based interests not relevant to the topic at hand
- Consider themselves fully empowered to act on behalf of their constituents, checking with them only when they feel under-informed due to new information or evolving discussions
- Approach interactions with goodwill, ensuring that all communications and behaviors demonstrate respect for the diverse backgrounds, experiences, and opinions of others and recognize that inclusivity enhances decision-making
- Encourage open participation from all members, ensuring that:
  - a) No individual dominates the discussion,
  - b) Responses are thoughtful, not pre-formulated, and
  - c) There are no interruptions and sidebar conversations
- Acknowledge and appreciate both individual contributions and the collective achievements of the council, regardless of the level of controversy or the outcome of discussions
- Work toward consensus, in the best interest of the District

## **Resource Personnel**

Resource personnel have specialized knowledge related to a council's charge and functions. They may be designated members of the council's composition or invited by the council chair to provide expertise on specific agenda items.

The council chair will communicate the purpose of the request and provide relevant background information in advance to ensure resource personnel are prepared to engage effectively. Resource personnel are expected to participate in discussions and offer informed insights.

## Communication & Accountability

Effective communication is the cornerstone of participatory governance. It requires engagement from all stakeholders beyond information sharing. Communication is a mutual responsibility and continuous dialogue.

Clear, consistent communication results in:

- Strengthening the alignment between institutional policies and daily operations
- Ensuring decisions are representative, actionable, and sustainable
- Reinforcing transparency and trust throughout the decision-making process

### Closing the Loop

*“Closing the loop”* is a two-way communication process that ensures all stakeholders receive timely updates as issues continue through the governance process.

- Providing regular updates on recommendations and decisions
- Ensuring that outcomes are communicated back to the originating bodies
- Facilitating dialogue between councils, operational groups, and stakeholders

By closing the loop, the District reinforces a culture of collaboration, transparency, trust, and accountability.

## Governance Process & Communication

### Decision-Making Process

1. **Issue Identification & Recommendation Submission:**
  - Constituency groups identify issues and submit agenda items to the Chair of the appropriate council via email
  - **Closing the Loop:** Council representatives provide regular updates on the status of submissions through meeting agendas, minutes, and direct communication
2. **Governance Review & Recommendation Development**
  - Governance Councils review and refine recommendations through collaborative discussion and consensus-building
  - **Closing the Loop:** Representatives communicate outcomes, including approvals, revisions, or rationale for non-approval, back to originating groups
3. **Executive Review**
  - The District Executive Council (DEC) evaluates recommendations for compliance, strategic alignment, and districtwide impact
  - **Closing the Loop:** DEC representatives update originating councils on any modifications or the rationale behind decisions
4. **Chancellor's Determination**
  - The Chancellor makes a final decision on recommendations and forwards items requiring board approval
  - **Closing the Loop:** The Chancellor's decisions are communicated through DEC representatives, who inform the originating groups

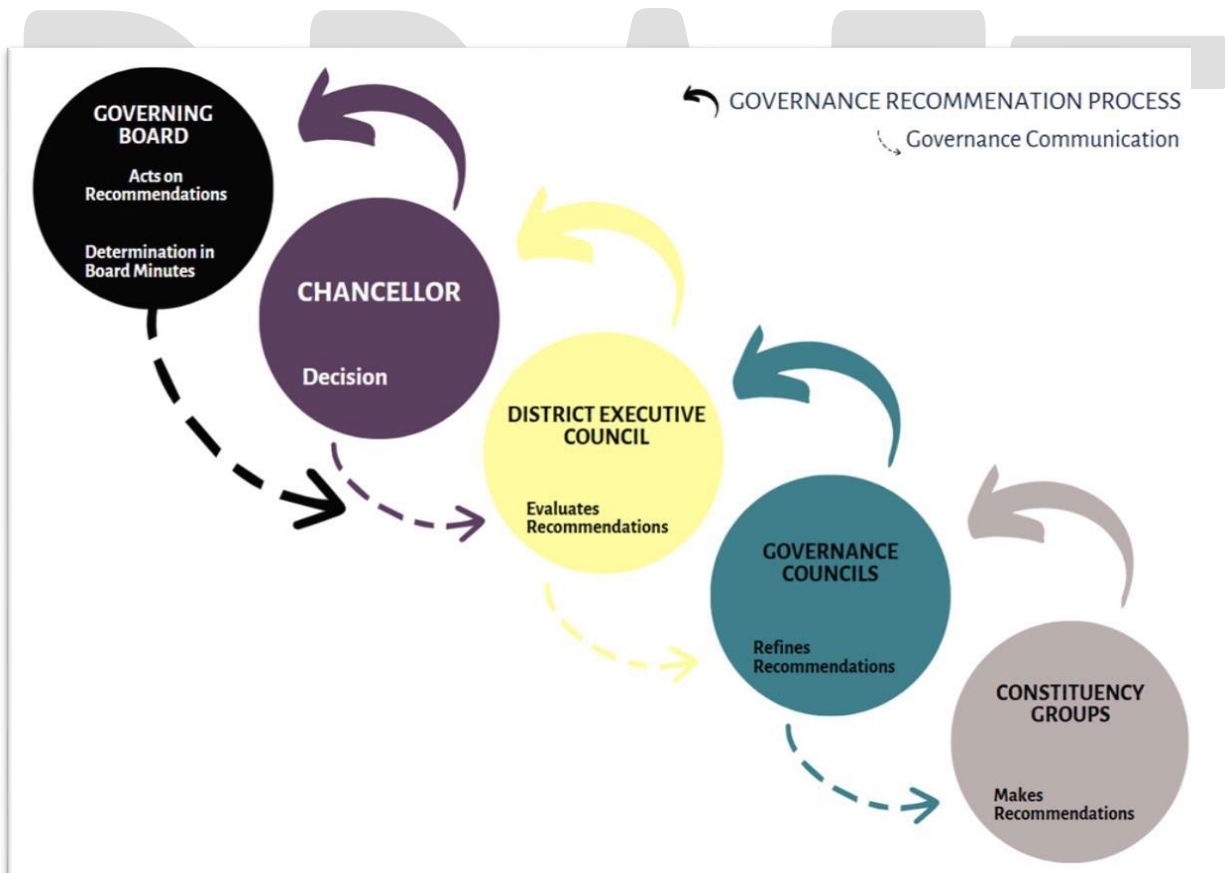
## 5. Governing Board Action

- The Governing Board reviews and acts on recommendations requiring board approval
- **Closing the Loop:** Board actions are documented in meeting minutes and posted on the District website. Chairs will also update councils

## 6. Implementation, Assessment & Continuous Improvement

- Operational Groups develop administrative procedures, processes, and guidelines to implement approved Board Policies and statutes as well as evaluate effectiveness
- **Closing the Loop:** Representatives share updates on the implementation process and provide assessment findings for continuous improvement

## Governance Recommendation & Communication Process



## Governance Meetings & Documentation

### Quorum & Consensus

#### Quorum

- A quorum is a simple majority (50% + 1) of the council composition
- A quorum is required before a governance council can take action on recommendations.

## **Consensus**

Governance councils strive for consensus-based decisions, ensuring all voices are heard. Consensus is achieved through open dialogue, active listening, addressing concerns, and collaboratively refining recommendations. While compromise may be necessary, the goal is to develop a recommendation that best serves the District.

Consenting to a recommendation does not necessarily mean it is every member's first choice, but reflects the council's collective willingness to uphold the final recommendation.

- If there are no objections, consensus is reached, and the recommendation moves to the District Executive Council (DEC)
- Consensus does not require unanimous support. In cases where consensus cannot be reached, council Chairs will forward a recap of the issue and the corresponding discussion to DEC
- In all cases, the Chancellor has final decision-making authority, and the Governing Board holds final determination authority

## **Procedures**

### **Governance Recommendations**

Governance councils engage in collaborative decision-making processes guided by the District's strategic priorities, compliance obligations, and board policies. Recommendations are submitted to the District Executive Council (DEC), which reviews, refines, and ensures alignment with institutional goals. DEC then forwards final recommendations to the Chancellor for evaluation/approval. The Chancellor determines which proposals require Board approval and which should be delegated to operational leadership for execution.

If a recommendation from the council requires Board action, the Chancellor reviews it and, if approved, forwards it to the Board for determination.

If the Chancellor does not support the recommendation, they may return it to the originating council with feedback for revision.

### **Operational Recommendations**

Operational groups identify issues, develop strategies to implement Board Policies, and formulate recommendations for their respective Chairs. Chairs then present consensus-based recommendations to the Administrative Leadership Group (ALG), which evaluates them for strategic alignment and operational feasibility.

The Chancellor evaluates the recommendations and may:

- Approve the recommendation and direct the operational group to implement it
- Modify the recommendation and proceed with the revised version
- Return the recommendation to the originating group for further review and discussion

## Meeting Documentation & Transparency

To ensure transparency and effective communication, the following documentation timeline is followed to the extent possible:

- **Two (2) weeks before meetings** – Request for agenda items is solicited
- **One (1) week before meetings** – Agendas are distributed
- **Within one (1) week of the meeting** – Meeting notes are published
- **Council representatives** are responsible for communicating decisions to their respective constituency groups

## Annual Review & Continuous Improvement

The District's participatory governance process is dynamic and responsive. Stakeholders play a vital role in its refinement by providing input, sharing observations, and recommending improvements that align with the District's mission and priorities.

The District is committed to continually improving its governance structure and functions through review and evaluation. This includes an annual review, ensuring the Governance and Operational Handbook remains current.

### Annual Review

Each council reviews its charge, composition, and meeting schedule. Proposed changes are presented to the District Executive Council (DEC) for evaluation and recommendation to the Chancellor. Approved changes are reflected in the online handbook with an updated approval date. In addition, the Research, Planning and Institutional Effective (RPIE) department distributes a comprehensive survey to council members to assess the quality and effectiveness of the participatory governance process. The District Executive Council (DEC) reviews the feedback and recommends revisions to the Chancellor. Approved changes are reflected in the online handbook with an updated approval date.

## VI. GOVERNANCE POLICIES, REGULATIONS, & REFERENCES

### Governing Policies & Regulations

Accreditation Commission for Community and Junior Colleges (ACCJC)

[Standard IV: Leadership and Governance](#)

[Education Code-70902.7 – District and College Governance](#)

[California Code of Regulations, Title 5, \(Collegial Consultation\)](#)

- [Academic Senate \(Title 5, Sections 53200—53206\)](#)
- [Faculty \(Title 5, Section 51023\)](#)
- [Staff \(Title 5, Section 51023.5\)](#)
- [Students \(Title 5, Section 51023.7\)](#)

GCCCD board policy [BP 2510](#) Participation in Local Decision-Making

GCCCD board policy [BP 2200](#) Board Duties and Responsibilities

GCCCD board policy [BP 2430](#) Delegation of Authority to Chancellor

GCCCD board policy [BP 5400](#) Associated Student Government Associations

Please review our [Board Policies and Administrative Procedures](#) on the District website for more information.

## **Governing Board Members**

Debbie Justeson, President

Julie Schorr, Vice President

Elena Adams, Board Clerk

Brad Monroe, Board Member

Desiree “Desi” Klaar, Board Member

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